

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

School Name: Westwind Academy Charter High School	
NCES* School ID #:04001610749	CTDS #:0787003001
School District/LEA:Westwind Academy	
NCES* District ID #: 0400161	County: Maricopa
School Address: 2045 W. Northern Ave.	
City: Phoenix	
Zip: 85021	
Principal: Debra Slagle	E-mail: dslagle@westwindacademy.org
Telephone: 602-864-7731	Fax: 602-864-7720

*NCES identification numbers can be found at <http://nces.ed.gov/ccd/schoolsearch/>

Project Director/Project Contact Person: Debra Slagle	
Title: Director	
Address: 2045 W. Northern Ave.	
City: Phoenix	
Zip: 85021	
E-mail: dslagle@westwindacademy.org	
Telephone: 602-864-7731	Fax: 602-864-7720

Date completed:11/25/02

Date approved by governing board: 01/14/2003__

Date submitted to ADE: 01/17/2003__

Plan beginning date: 02/01/2003_____

Plan ending date: 02/01/2005

The deadline for underperforming schools to submit the ASIP to the Department of Education is January 15, 2003.

Send completed ASIP to:

Arizona School Improvement Plan
Jaime A. Molera,
Superintendent of Public Instruction
Arizona Department of Education
1535 West Jefferson Street, Bin #2
Phoenix, AZ 85007

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

Improvement Team Members

A representative from each of the following categories is requested to have representation on the team. The school must try to fill as many positions as possible. However, one person may represent more than one category.

Name	Title	Phone	e-mail
Debra Slagle	Principal	602-864-7731	dslagle@westwindacademy.org
Gary Johnson, Brad Hardin	Teacher(s)	602-864-7731	gjohnson@westwindacademy.org bhardin@westwindacademy.org
Cindi Jacquemart, Katie Kahler	Parents	602-944-3655	cjacquemart@netscape.net
Cindi Jacquemart	Community Member	602-944-3655	cjacquemart@netscape.net
Kris Tualla	Board Member	623-376-6711	ktualla@westwindacademy.org
Not Applicable	Site Council Member or PTO Member		
Debra Slagle	District/Charter Member	602-864-7731	dslagle@westwindacademy.org
Leanna Bailey	Special Education	602-864-7731	lbailey@westwindacademy.org
Karen Deadrick	English Acquisition	602-864-7731	kdeadrick@westwindacademy.org
Dawn Revere	Business Manager	602-864-7731	drevere@westwindacademy.org
Pete Pennarts	Facilities Manager	602-864-7731	ppennarts@westwindacademy.org
Alicia Doyle	Other		adoyle@westwindacademy.org

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

School Profile (Much of this information is found in the School Report Card.)

	2000-2001	2001-2002	2002-2003
Demographics			
#Total Enrollment	250	347	272
Male	111	147	141
Female	139	200	131
School Attendance Rate	96%	96%	98%
School Promotion Rate	97.7%	77.8	%
School Graduation Rate	%	%	%
School Drop Out Rate (grades 7-12)	21.1%	14.9%	%
School Free/Reduced Lunch Rate	%	%	%
Mobility Rate	21.1%	20.6%	%
% Special Populations			
ELL Students	%	%	%
Special Education Students	%	%	23%
Gifted Students	%	%	%
Migrant Students	%	%	%
% Student Ethnicity			
Native American	%	%	2.4%
Asian	%	%	2.4%
African American	%	%	9.4%
Hispanic	%	%	32.3%
White	%	%	53.5%
Other	%	%	%
# Student Discipline			
Expulsions			
Suspensions			

Grade level:	# Students 2001-2002	Student - Teacher Ratio	# Students 2002-2003	Student- Teacher Ratio
Kindergarten				
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				
Eighth				
Ninth	37	18:1	68	17:1
Tenth	59	18:1	66	17:1
Eleventh	57	18:1	75	17:1
Twelfth	153	18:1	64	17:1

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

School Profile

	2000-2001	2001-2002	2002-2003
Staff Characteristics			
Number of Administrators	4	4	4
Number of Other Support Staff	6	8	8
Number of Teachers	18	20	22
Number of Paraprofessionals	2	1	1
# Teacher Education			
High School Diploma (only)	0	0	0
Associate Degree	0	0	0
Bachelor Degree	11	12	13
Masters Degree	7	8	9
Doctorate	0	0	0
Other (please specify)	0	0	0
# Teacher Certification/Endorsement			
Total Certified Teachers	16	18	16
• Elementary Certified	2	2	4
• Secondary Certified	10	12	10
• Emergency Certified	3	3	3
• Special Education Certified	1	1	1
ESL Endorsed	0	0	0
Bilingual Endorsed	0	0	0
Gifted Endorsed	0	0	0
Reading Endorsed	2	2	3
Uncertified Teachers	2	2	3
# Teacher Experience			
3 years or less	8	10	12
4 to 9 years	8	8	8
10 years or more	2	2	2
#Staff Attrition			
Certified Staff Turnover Rate	9%	13%	12%
Classified Staff Turnover Rate	38%	38%	38%

How long has the current Principal been at this school? _____5_____

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

FFB = Falls Far Below, A = Approaches the Standard, M = Meets the Standard, E = Exceeds the Standard

AIMS Grade 3		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %				
	A %				
	M %				
	E %				
Math	FFB %				
	A %				
	M %				
	E %				
Writing	FFB %				
	A %				
	M %				
	E %				

AIMS Grade 5		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %				
	A %				
	M %				
	E %				
Math	FFB %				
	A %				
	M %				
	E %				
Writing	FFB %				
	A %				
	M %				
	E %				

AIMS Grade 8		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %				
	A %				
	M %				
	E %				
Math	FFB %				
	A %				
	M %				
	E %				
Writing	FFB %				
	A %				
	M %				
	E %				

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

FFB = Falls Far Below, A = Approaches the Standard, M = Meets the Standard, E = Exceeds the Standard

AIMS Grade 10		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %	18	13	33	
	A %	28	40	31	
	M %	40	38	36	
	E %	13	9	0	
Math	FFB %	96	76	76	
	A %	0	12	12	
	M %	5	12	11	
	E %	0	0	1	
Writing	FFB %	29	31	45	
	A %	62	62	28	
	M %	9	6	27	
	E %	0	0	0	

AIMS Grade 11		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %	28	18	5	
	A %	28	38	51	
	M %	33	44	43	
	E %	11	0	0	
Math	FFB %	95	66	70	
	A %	0	20	16	
	M %	5	14	8	
	E %	0	0	6	
Writing	FFB %	46	43	22	
	A %	46	54	44	
	M %	9	4	34	
	E %	0	0	0	

AIMS Grade 12		1999-2000	2000-2001	2001-2002	2002-2003
Reading	FFB %		17	22	
	A %		33	56	
	M %		25	22	
	E %		25	0	
Math	FFB %		68	60	
	A %		26	30	
	M %		5	10	
	E %		0	0	
Writing	FFB %			31	
	A %			38	
	M %			31	
	E %			0	

AIMS Reading Disaggregated by Concept: Spring 2002 Test Administration

Average points obtained/total points

Reading Results by Concept	Phonetic Skills R-F1	Decoding Strategies R-F2	Comprehension Strategies R-F3	Identify Facts, Main Idea and Purpose R-F4	Literary Elements R-F5	Consumer Information R-F6	Directions R-F7	Total Reading % Meets and Exceeds
Grade 3								
	Decoding Strategies R-E1	Comprehension Strategies R-E2	Literary Analysis R-E3	Persuasive Texts R-E4			Total Reading % Meets and Exceeds	
Grade 5								
Grade 8							43.8	
	Reading Strategies R-P1	Literary Elements R-P2	Persuasive Techniques R-P3	Technical/ Organizational Information R-P4	Analyze Literature R-P5		Total Reading % Meets and Exceeds	
Grade 10	11.7/18	4.6/8	4.4/7	3.1/6	2.4/4		37.2	
Grade 11	Please note	disaggregated	date received	was all listed	at the			
Grade 12	10 th grade	Level.						

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

AIMS Mathematics Disaggregated by Concept: Spring 2002 Test Administration

Average points obtained/total points

Math Results by Concept	Number Sense 1M/F1-F7	Data Analysis/ Probability 2M/F1-F4	Patterns, Algebra, & Functions 3M/F1-F6	Geometry 4M/F1-F2	Measurement/ Discrete Math 5M/F1-F4	Mathematic Structure/ Logic 6M/F1-F4	Total Math % Meets and Exceeds
Grade 3							
	Number Sense 1M/E1-E6	Data Analysis/ Probability 2M/E1-E5	Patterns, Algebra, & Functions 3M/E1-E8	Geometry 4M/E1-E4	Measurement/ Discrete Math 5M/E1-E6	Mathematic Structure/ Logic 6M/E1-E3	Total Math % Meets and Exceeds
Grade 5							
8							
	Number Sense 1M/P1-P2	Data Analysis/ Probability 2M/P1-P11	Patterns, Algebra, & Functions 3M/P1-P10	Geometry 4M/P1-P6	Measurement/ Discrete Math 5M/P1-P4	Mathematic Structure/ Logic 6M/P1-P5	Total Math % Meets and Exceeds
Grade 10	1.8 / 3	6.2 / 9	9.9 / 22	8.6 / 17	1.3 / 4	1.7 / 4	12.3
Grade 11							
12							

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

AIMS Writing Disaggregated by Concept: Spring 2002 Test Administration

Average points obtained/total points

Writing Results by Concepts	Grammar/Mechanics W-F2	Narrative Writing W-F3	Informational Report W-F4	Multiple Sources W-F5	Personal Communication W-F6			Total Writing % Meets and Exceeds
Grade 3								
	Grammar/Mechanics W-E1	Narrative Writing W-E2	Expository Report W-E5	Formal Communication W-E6	Research Skills W-E8			Total Writing % Meets and Exceeds
Grade 5								
	Grammar/Mechanics W-E1	Narrative Writing W-E2	Summary Writing W-E3	Expository Essay W-E4	Expository Report W-E5	Formal Communication W-E6	Research Skills W-E8	Total Writing % Meets and Exceeds
Grade 8								
	Grammar/Mechanics W-P1	Persuasive Writing W-P2	Literary Analysis W-P3	Informational Report W-P4	Formal Communication W-P5	Narrative Writing W-P6		Total Writing % Meets and Exceeds
Grade 10	7.4 / 9	8.9 / 18	5.7 / 10	3.7 / 7	4.7 / 7	3.2 / 7		29.8
Grade 11								
12								

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

AIMS Reading Disaggregated by Ethnicity
Spring 2002 Test Administration

READING	Asian/Pacific Islander	Black	Hispanic	Native American	White	Other
Grade 3						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 5						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 8						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 10						
Student Count #	1	10	29	3	63	11
FFB%	0	20	31	0	20.6	18.2
A%	0	60	48.3	66.7	28.6	54.5
M%	100	20	20.7	33.3	50.8	27.3
E%	0	0	0	0	0	0
Grade 11						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 12						
Student Count #						
FFB%						
A%						
M%						
E%						

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

AIMS Mathematics Disaggregated by Ethnicity
Spring 2002 Test Administration

MATH	Asian/Pacific Islander	Black	Hispanic	Native American	White	Other
Grade 3						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 5						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 8						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 10						
Student Count #	1	12	45	3	72	12
FFB%	0	93.3	73.3	33.3	68.1	91.7
A%	100	16.7	15.6	66.7	15.3	0
M%	0	0	11.1	0	11.1	8.3
E%	0	0	0	0	5.6	0
Grade 11						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 12						
Student Count #						
FFB%						
A%						
M%						
E%						

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

**AIMS Writing Disaggregated by Ethnicity
Spring 2002 Test Administration**

WRITING	Asian Pacific Islander	Black	Hispanic	Native American	White	Other
Grade 3						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 5						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 8						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 10						
Student Count #	1	11	38	2	59	8
FFB%	100	36.4	34.2	0	35.6	25
A%	0	36.4	34.2	50	33.9	50
M%	0	27.3	31.6	50	30.5	25
E%	0	0	0	0	0	0
Grade 11						
Student Count #						
FFB%						
A%						
M%						
E%						
Grade 12						
Student Count #						
FFB%						
A%						
M%						
E%						

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

**AIMS Reading Disaggregated by Special Populations:
Spring 2002 Test Administration**

READING	Free & Reduced Lunch	IDEA/ Special Ed	English Learners	Migrant	Homeless	Male	Female
Grade 3							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 5							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 8							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 10							
Student Count #	0	0	0	0	0	56	60
FFB%						26.8	20
A%						39.3	38.3
M%						33.9	41.7
E%						0	0
Grade 11							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 12							
Student Count #							
FFB%							
A%							
M%							
E%							

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

**AIMS Mathematics Disaggregated by Special Populations
Spring 2002 Test Administration**

MATH	Free & Reduced Lunch	IDEA/ Special Ed	English Learners	Migrant	Homeless	Male	Female
Grade 3							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 5							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 8							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 10							
Student Count #	0	0	0	0	0	70	70
FFB%						65.7	80
A%						20	10
M%						10	8.6
E%						4.3	1.4
Grade 11							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 12							
Student Count #							
FFB%							
A%							
M%							
E%							

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

**AIMS Writing Disaggregated by Special Populations:
Spring 2002 Test Administration**

WRITING	Free & Reduced Lunch	IDEA/ Special Ed	English Learners	Migrant	Homeless	Male	Female
Grade 3							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 5							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 8							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 10							
Student Count #	0	0	1	0	0	54	62
FFB%			100			44.4	24.2
A%			0			31.5	40.3
M%			0			24.1	35.5
E%			0			0	0
Grade 11							
Student Count #							
FFB%							
A%							
M%							
E%							
Grade 12							
Student Count #							
FFB%							
A%							
M%							
E%							

ARIZONA SCHOOL IMPROVEMENT PLAN

Section A – Demographic Data

MAP Reading

	Spring 2000		Spring 2001		Spring 2002		Spring 2003	
	% OYG*	PR*	% OYG	PR	% OYG	PR	%OYG	PR
2 to 3								

MAP Math

	Spring 2000		Spring 2001		Spring 2002		Spring 2003	
	% OYG	PR	% OYG	PR	% OYG	PR	%OYG	PR
2 to 3								

* OYG = One Year's Growth, PR = Percentile Rank

ARIZONA SCHOOL IMPROVEMENT PLAN

Section B: Improvement Planning

School Name: Westwind Academy	
NCES* School ID #: 04001610749	CTDS #: 07877003001
School District/LEA: Westwind Academy	
NCES* District ID #: 0400161	County: Maricopa
School Address:	
2045 W. Northern Avenue	
City: Phoenix	Zip: 85021
Principal: Debra Slagle	E-mail: Dslagle@westwindacademy.org
Telephone: 602/864-7731	Fax: 602/864-7720

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ARIZONA SCHOOL IMPROVEMENT PLAN

Section B – Improvement Plan

School Needs Assessment

Directions: Explain the steps used to collect information for your Needs Assessment. You may include External Review recommendations. Copy page for Year 2 or as needed.

Standard	Methods	Results	Recommendations
Curriculum	<p><i>The staff met in departments and evaluated the curriculum, not only with its alignment to the Arizona Academic Standards, but from its alignment with AIMS, since some subject areas may show alignment with the standards and not completely prepare students to demonstrate mastery on the AIMS. There are three teachers in each content area of Math, English and Social Studies. The school has two Science teachers. Elective teachers also participated in the evaluation.</i></p> <p><i>All weekly staff meetings held during the months of November and December were dedicated to the development of the School Improvement Plan. Initially, results of the AIMS were redistributed and results analyzed. Departments then developed a document indicating what factors they believed had an impact on the results. These factors were divided into curricular, instruction and affective factors. The results were then compiled by the principal, assistant principals and SIP Team Chair.</i></p>	<p><i>The curriculum is aligned with Arizona Academic Standards. However, some areas of the curriculum need work to better prepare students for the AIMS.</i></p>	<ul style="list-style-type: none"> • <i>Work with external evaluators from WestEd to strengthen alignment of curriculum.</i> • <i>Utilize time this summer to more closely evaluate the curriculum to ensure that verbiage, sequence and presentation is designed to prepare students for AIMS.</i>

Classroom Evaluation/ Assessment	<p><i>The faculty and staff met to discuss evaluation and assessment. Included in the discussions were the following</i></p> <ul style="list-style-type: none"> <i>• what types of assessments are used,</i> <i>• summative class assessment alignment with the Arizona Academic Standards,</i> <i>• the use of pre and post tests to demonstrate learning,</i> <i>• the use of assessment results to drive instruction and modify curriculum</i> <i>• the alignment of summative classroom assessments with the verbiage and format found on the AIMS.</i> 	<ul style="list-style-type: none"> <i>• Math pre and post tests for each course have a strong alignment with the Arizona Academic Standards and are standardized for consistency.</i> <i>• English courses began alignment documentation on classroom assessments this year. However, course pre and post tests are not fully developed. The challenge in language arts is pre and post testing for skills and content.</i> <i>• Science classroom assessments currently demonstrate alignment with Arizona Academic Standards. Pre and post testing is done by unit.</i> <i>• Social Studies courses don't currently have pre and post tests for each level. While teachers have been instructed to document alignment on the specific assessment, not all teachers have implemented this practice.</i> <i>• Classroom assessments for electives show alignment in the majority of courses.</i> <i>• Students need to be tested when transferring in to determine their level of performance, since grades from other schools have not proven to be an indicator of content mastery.</i> 	<ul style="list-style-type: none"> <i>• Develop standardized pre and post tests for each course in all content areas to demonstrate learning.</i> <i>• Have alignment to Arizona Academic Standards documented on each assessment in all content areas.</i> <i>• When possible reinforce verbiage used in Arizona Academic Standards and AIMS to ensure that testing results reflect the true academic performance of students and not an artificially deflated score resulting from not understanding questions and not having been exposed to the format used on standardized tests.</i> <i>• Identify a valid, reliable assessment that can be used efficiently in a small school to demonstrate learning relative to the Arizona Academic Standards and give a valid picture of students' academic performance levels upon entering the school, while enrolled at the school and exiting the school.</i>
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ARIZONA SCHOOL IMPROVEMENT PLAN

Section B – Improvement Plan

School Needs Assessment

Directions: Explain the steps used to collect information for your Needs Assessment. You may include External Review recommendations.
Copy page for Year 2 or as needed.

Standard	Methods	Results	Recommendations
Instruction	<p>Information to assess the needs in this area included the following:</p> <ul style="list-style-type: none"> Meeting as a faculty to identify issues relative to alignment of instruction and the use of best practices. Reviewing Bloom's Taxonomy and Essential Elements of Instruction and doing a self evaluation, followed by a team discussion relative to the incorporation of these methods into instruction. Reviewing the results of student evaluations of teachers. Surveys included questions regarding methods used in the classroom and other items relative to instruction. Reviewing previous parent surveys to discuss parent responses relative to instruction. Identifying affective factors that may be having an impact on student learning. Reviewing the use of the Cornell Note Taking across the curriculum. 	<ul style="list-style-type: none"> Many teachers recognized the need to incorporate more levels of Bloom's Taxonomy into all instruction. The majority of the staff did not were not familiar with EEI. Student surveys indicated that diverse methods of instruction are being used across the curriculum. The majority of students indicated that teachers <ol style="list-style-type: none"> are available for help before and after school don't let students disrupt learning. need to give challenging assignments when appropriate make students feel like they can succeed. Parent survey results showed a high level of satisfaction with parent/teacher communications, curriculum and instruction. Ninety-seven percent on last year's survey indicated they would recommend the school to other parents. Teachers using the Cornell method reported that it has been effective. 	<ul style="list-style-type: none"> Work with external evaluators from WestEd to do classroom observations and make recommendations to improve instruction. Integrate more levels of Bloom's Taxonomy in all lessons to encourage the development of critical thinking skills. Do more training on Bloom's Taxonomy and EEI to encourage implementation. Incorporate research-based reading strategies across the curriculum to improve comprehension. Modify already required lesson plans, particularly for new teachers, to document the use of research-based instructional strategies. Continue using a mentor teacher to encourage the development of effective instruction with new teachers. Do more training on classroom observation to better equip all staff for peer observations and reflection. Continue the use of the Cornell Note Taking Method

		<ul style="list-style-type: none"> Enrichment and remediation time is being widely used by students and is effective. 	<p>across the curriculum.</p> <ul style="list-style-type: none"> Continue offering enrichment and remediation time outside of the school day.
Reporting	<p>The faculty and staff met separately to discuss reporting.</p> <ul style="list-style-type: none"> Reviewing the effectiveness of weekly time for enrichment and remediation. 	<p>Both groups determined that it was unclear what was being requested in this section.</p>	<p>More clear guidelines need to be given to fill out this section.</p>

Standard	Methods	Results	Recommendations
School Culture	<ul style="list-style-type: none"> The faculty and staff met to discuss the school's culture and the affective factors that may be impacting student academic performance and performance on standardized testing. Student surveys were reviewed to evaluate responses relative to school culture. Past parent surveys were reviewed to evaluate parent responses relative to school culture. Statistics relative to participation in extracurricular activities were evaluated and discussed. Statistics relative to the discipline policy were compiled, evaluated and discussed. 	<ul style="list-style-type: none"> The number of students involved in extracurricular activities has increased. Students and parents would like to see more extracurricular activities. The number of students suspended for possession or for violations of the mutual combat policy have increased. However, the number of students in violation of the tobacco policy has decreased. The number of students dropping out of school has decreased. A new policy requiring students to have a C or better to participate in extracurricular activities has resulted in an increase in the number of ineligible students. A mixed response on the 	<ul style="list-style-type: none"> Investigate ways to increase the number of extracurricular activities available. Further evaluate the effectiveness of the new policy requiring students to have a C in all classes to participate. Consider evaluating the prevention programs used. Continue the Zero Tolerance policy relative to drugs and weapons.

		<i>uniform policy & closed campus.</i>	
Student, Family and Community Support	<ul style="list-style-type: none"> • <i>Faculty met to identify factors relative to student, faculty and community support.</i> • <i>Administration met with parents regarding support.</i> • <i>Efforts to gain support from the community via grants and other resources were reviewed.</i> • <i>Board members with representatives from parents, staff, faculty, community and administration met and discussed the issue of support.</i> 	<ul style="list-style-type: none"> • <i>Efforts to develop parent involvement have been relatively unproductive.</i> • <i>Support from students relative to assessment has been limited. The consensus of staff and faculty is that students who are currently being tested by AIMS are angry because of the inconsistencies on the part of the DOE in the past regarding whether or not the test "counts." Because of their level of moral development, teenagers cannot comprehend the fact that the test is important because of the school. They can only see that one year it counts and another it doesn't. Students have been extremely vocal about their disdain for how it has been handled in the last four years.</i> • <i>In discussions, parents express and are even more confused than the students because of the aforementioned inconsistencies. Parents talked about how their students said they don't have to take the test. Parents didn't realize the</i> 	<ul style="list-style-type: none"> • <i>A strategic plan to educate parents and students on the importance of assessment was developed and should be followed.</i> • <i>Ongoing discussions and communications with parents regarding the significance of the Arizona Academic Standards, accountability through assessment and their role in the partnership to further their student's academic career must occur.</i> • <i>Work with WestEd to identify research-based strategies to encourage student, family and community support.</i> • <i>Policies to address the "dumping" of students by other schools must be considered.</i>

		<p>significance to the school. Parents also talked about how their students don't test well and they don't believe in the testing. A small percentage of the parents who participated in the discussions understood the importance of accountability through assessment.</p> <ul style="list-style-type: none"> • Community support has been virtually nonexistent. Grants applied for were not received. Information on available resources continues to come in, all of which is extremely costly. • A small number of parents have refused to allow their students to take the test. • Approximately 25% of the students who took AIMS last year were dropped by a district school nearby within 6 weeks of the test date and encouraged to enroll here. Of those students, 1 met the standard on one section. None of the other students met or exceeded the standard on any section. 	
Standard	Methods	Results	Recommendations
Professional Growth, Development and Evaluation	<p>The faculty and staff met to</p> <ul style="list-style-type: none"> • Analyze student academic performance as demonstrated on AIMS and Stanford 9 • Discuss attendance profiles of students. • Review past professional development activities relative to best practices. 	<ul style="list-style-type: none"> • Low performance, particularly in reading and writing as demonstrated on the AIMS needs to be addressed through professional development. • New teachers have met with the mentor teacher on a weekly basis and have communicated via email. They 	<ul style="list-style-type: none"> • Provide ongoing professional development on research-based reading across the curriculum strategies, increasing comprehension strategies, writing across the curriculum strategies. • Continue to identify and implement strategies to

	<ul style="list-style-type: none"> • Discuss the effectiveness of the added weekly professional development time. • Evaluate the goals and target areas relative to professional development opportunities. • Review the teacher mentor program. 	<p>also participated in a week of training before school began.</p> <ul style="list-style-type: none"> • Ongoing professional development relative to best practices has been good and needs to continue. • Additional time for professional development and collegial interaction has been positive and allowed staff to discuss methods to increase student academic performance. • Found that 95% of the staff has been trained in Brain Based Learning Strategies (Eric Jensen). • Found that 67% of the teachers had attended workshops through the Association for Supervision and Curriculum Development. • All instructional staff has been trained on aligning curriculum and instruction with the Arizona Academic Standards and evaluating writing using the Six Trait Writing Rubric. 	<p>address absenteeism.</p> <ul style="list-style-type: none"> • Continue, as well as evaluate expanding, the teacher mentoring program. • Continue weekly professional development time. • Provide high quality, ongoing professional development to keep the best teachers and administrators and to continuously improve their skills.
Leadership	<p>Faculty and staff determined that it would be good to assess how leadership has an impact on student academic performance with recommendations from the external evaluator.</p>	TBA	TBA

Organizational Structure and Resources	<i>Once evaluations have been done with the external evaluators, stakeholders will meet and discuss how the organizational structure and resources can support and encourage increased academic performance for all students.</i>	TBA	TBA
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ARIZONA SCHOOL IMPROVEMENT PLAN

Section B – Improvement Plan

Identified Targeted Goal and Targeted Area of Improvement:

Year 1: *Students will improve reading as demonstrated by increased scores on the reading section of the AIMS and local assessments that are aligned with the Arizona Academic Standards.*

Describe the rationale for choosing Targeted Goal and Targeted Area of Improvement based on achievement results.

Rationale for choosing this goal is the results of AIMS scores in reading, particularly relative to R-P4 and R-P5 .

Year 2: *Students will increase in their math skills as demonstrated on the math portion of the AIMS and on school assessments aligned with the Arizona Academic Standards.*

Describe the rationale for choosing Targeted Goal and Targeted Area of Improvement based on achievement results.

Rationale for choosing the targeted goal and area is the significantly low scores on the math portion of the AIMS, specifically in Mathematic Structure/Logic 6M/P1-P5, Patterns, Algebra & Functions, 3M/P1-P10 and Measurement/Discrete Math 5M-P1-P4.

ARIZONA SCHOOL IMPROVEMENT PLAN

Section B – Improvement Plan

Year 1 & 2: (Copy page for Year 2 or as needed)

Existing Program(s)

Briefly identify the program(s) that you have in place and describe the rationale for retaining the existing program(s)/components.

- *Teachers have been trained on the Cornell Note Taking Method and are utilizing it across the curriculum. This method assists students in organizing the data about which they are reading with the main idea and supporting statements. It also assists them when studying to retain knowledge. The method has been used in a variety of academic settings as an effective tool to improve academic performance. This method can be used alongside research-based reading strategies and strategies designed to improve writing skills. It has been used with students of similar demographics in the AVID program, which is supported by significant longitudinal research.*
- *Release time every Friday afternoon for collaboration and professional development. Effective school improvement strategies support more time for collegial collaboration and ongoing professional development.*
- *Enrichment and remediation time every Friday morning to allow students more on-on-one time with teachers when needed. Effective school improvement strategies include improving the relationship between student and teacher, as well as increasing instructional time for remediation.*

Briefly describe how the needs assessment, research, and school data support the existing program(s).

The needs assessment indicated that

- *the weekly professional development time was effective in supporting increased academic performance.*
- *the weekly structured time for enrichment and remediation was effective and being used by a significant number of students from diverse populations.*
- *Teachers using the Cornell Note Taking Method have seen an increase in academic performance.*

Research shows that comprehensive school improvement plans should include ongoing, sustained opportunities for professional development and opportunities for remediation outside the class time.

Low test score data in the area of reading indicates the need to use strategies focused on improving comprehension and organization of information.

AZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1

Identified Measurable-Targeted Goal	Targeted Area Of Improvement	Expected Quarterly Results During The Year	Steps To Implement Specific Research-Based Strategies	Anticipated Expense	Anticipated Funding Source
<p><i>Improve reading performance as demonstrated on the Reading portion of the AIMS.</i></p> <p><i>2002 AIMS:</i></p> <p><i>0% Exceeds</i> <i>33.8% Meets</i> <i>45.9 Approaches</i> <i>20.3 FFB</i></p>	<p><i>Reading:</i> <i>Analyze Literature R-PS</i> <i>Technical/</i> <i>Organizational</i> <i>Information R-P4</i></p>	<p><i>Local CRT Results.</i></p> <p><i>After First Quarter:</i></p> <p><i>0% Exceeds</i> <i>36 % meets</i> <i>49% approaches</i> <i>15% FFB</i></p> <p><i>After Second Quarter:</i></p> <p><i>0% Exceeds</i> <i>41% Meets</i> <i>46% Approaches</i> <i>13% FFB</i></p> <p><i>After Third Quarter:</i> <i>AIMS/Local CRT</i></p> <p><i>0% Exceeds</i> <i>45% Meets</i> <i>42% Approaches</i> <i>13% FFB</i></p>	<ol style="list-style-type: none"> <i>1. Identify specific research based strategies with guidance from external evaluators.</i> <i>2. Provide professional development to encourage implementation of strategies in the classroom.</i> <i>3. Identify ongoing assessments to more closely monitor academic improvement.</i> <i>4. Implement strategies and assessments.</i> <i>5. Analyze assessment data, monitor and adjust curriculum and instruction relative to data analysis.</i> 	<p><i>Unknown</i></p> <p><i>7,000.</i></p> <p><i>3,000.</i></p> <p><i>None</i></p> <p><i>.</i></p> <p><i>20,000</i></p>	<p><i>Equalization & Title One</i></p> <p><i>Equalization, Title One & Prop 301</i></p> <p><i>Equalization & Prop 301</i></p> <p><i>Equalization, Prop 301</i></p>
			14		

School Improvement Plan

Section B

Year 2

Identified Measurable-Targeted Goal	Targeted Area Of Improvement	Expected Quarterly Results During The Year	Steps To Implement Specific Research-Based Strategies	Anticipated Expense	Anticipated Funding Source
<p><i>Improve math performance as demonstrated on the math portion of the AIMS.</i></p> <p>2002 AIMS:</p> <p>3.7% Exceeds 9.5% Meets 19.3% Approaches 68.7% FFB</p>	<p>: Math: Patterns, Algebra & Functions, 3M/P1-P10</p> <p>Measurement/Discrete Math: 5M/P1-P4</p> <p>Mathematic Structural/Logic 6M/P1-P5</p>	<p><i>Local CRT Results.</i></p> <p><i>After First Quarter:</i></p> <p>4 % Exceeds 11 % meets 25 % approaches 65 % FFB</p> <p><i>After Second Quarter:</i></p> <p>4 % Exceeds 12% Meets 27% Approaches 63% FFB</p> <p><i>After Third Quarter:</i> AIMS/Local CRT</p> <p>4 % Exceeds 13% Meets 30% Approaches 53% FFB</p>	<p>11. Identify specific research based strategies with guidance from external evaluators.</p> <p>12. Provide professional development to encourage implementation of strategies in the classroom.</p> <p>13. Identify ongoing assessments to more closely monitor academic improvement.</p> <p>14. Implement strategies and assessments.</p> <p>15. Analyze assessment data, monitor and adjust curriculum and instruction relative to data analysis.</p>	<p>Unknown</p> <p>7,000.</p> <p>3,000.</p> <p>None</p> <p>.</p> <p>10,000</p>	<p>Equalization & Title One</p> <p>Equalization, Title One & Prop 301</p> <p>Equalization & Prop 301</p> <p>Equalization, Prop 301</p>
			16		

Implementation of Strategies for Targeted Areas of Improvement	Dates	Responsible Person/Party	Anticipated Expense	Anticipated Funding Source
<p>Step 1:</p> <p><i>Please note: External evaluators from West Ed were not available to begin working with the faculty and staff until February 2003.</i></p> <p><i>a. Identify research-based strategies to improve reading comprehension.</i></p> <p><i>b. Identify standardized assessment, conducive to use by a small school aligned with Arizona Academic Standards to provide consistent, ongoing data for analysis to drive instruction.</i></p> <p><i>c. Give assessment.</i></p> <p><i>d. Analyze data from local assessment and AIMS and finish coding classroom assessments to document alignment</i></p> <p><i>e. Implement research-based strategies and data driven instruction</i></p> <p><i>f. Attend professional development training for targeted areas.</i></p>	<p><i>1/03 –4/03 ongoing</i></p> <p><i>01/03 – 03/03 ongoing</i></p> <p><i>04/03,8/03,10/03,12/03 03/04, 05/04, 08/05,10/05, 03/06, 05/06</i></p> <p><i>06/03 – 07/03 06/04 – 07/04</i></p> <p><i>Strategies, 03/03 with Full integration 08/03 Data driven – already existing</i></p> <p><i>03/03,06/03, other opportunities when identified.</i></p>	<p><i>School Improvement Team</i></p> <p><i>Administrator</i></p> <p><i>Faculty</i></p> <p><i>School Improvement Team</i></p> <p><i>Faculty</i></p> <p><i>Faculty, staff</i></p>	<p><i>Unknown</i></p> <p><i>\$3,000</i></p> <p><i>\$30,000</i></p> <p><i>14,000</i></p>	<p><i>State equalization</i></p> <p><i>Federal grant</i></p> <p><i>State equalization and grant</i></p> <p><i>State equalization, Prop 301, NCLB</i></p>

See example on next two pages.

SAMPLE

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1: _____ (Copy page for Year 2 or as needed)

Targeted Goal: Increase student achievement in the area of Reading for all groups on AIMS.

Implementation of Strategies For Targeted Areas of Improvement	Dates	Responsible Person/Party	Anticipated Expense	Anticipated Funding Source
Step 1: Design grade level teams. Establish scheduled team meetings. The teams will proceed through the following process all year.				
B. Identify Performance Objectives for each targeted area/concept. Review AIMS Student Guide and Sample Tests.	Aug. 21; Oct. 16; Jan. 8; Mar. 5	Teachers		
B. Align and code classroom summative assessments for one quarter.	Aug. 28 Sept. 4, 11 Oct. 23, 30 Nov. 6 Jan. 15, 22, 29 Mar. 12, 19 Apr. 9	Teachers		
B. Share best practices for instruction; revise lesson plans; practice instructional strategies.	Sept. 18, 25 Oct. 2 Nov. 13, 20 Dec. 4, 11 Feb. 5, 12, 19 Apr. 16, 23, 30	Teachers		
B. Share results of classroom summative assessments.	Oct. 9 Dec. 18 Feb. 26 May 7	Teachers		

Disclaimer: Use this as a guide only. Reviewers will be informed that your submission needs to be unique and pertain to the goals attributable to your school community.

SAMPLE

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1: _____ (Copy page for Year 2 or as needed)

Targeted Goal: Increase student achievement in the area of Reading on the AIMS in 2001.

Implementation of Strategies For Targeted Areas of Improvement	Dates	Responsible Person/Party	Anticipated Expense	Anticipated Funding Source
Step 2: Attend Professional Development training for targeted areas. R.R4: Decoding R.F1: Decoding R.E1: Structural Analysis R.E3: Analyzing selections	Aug. 7, 2002 In-service Day Aug. 8, 2002	Consultant Consultant		
Step 3: Develop an intervention program to provide more time for students who are identified FFB in the targeted area (Reading). a. Four certified teachers will be hired to provide an after school program using directed teaching of the targeted areas. b. Classroom teacher will identify students for each quarter. c. The after school program will be held three times a week, 40 minutes each, for six weeks per quarter. (Tues., Wed., Thurs./3:00 – 3:40 PM)	Oct. 18 Jan. 3 Mar. 14 Sept. 2 Oct. 11, 21 Nov. 27; Jan. 13 Feb. 2; Mar. 17 May 2	Building Principal Classroom Teachers After School Teachers		

Disclaimer: Use this as a guide only. Reviewers will be informed that your submission needs to be unique and pertain to the goals attributable to your data and school community.

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1: _____ (Copy page for Year 2 or as needed)

Professional development plan

Persons Involved	Targeted Goal	Professional Development Opportunities	Begin	End
Principals	<i>Improve leadership skills relative to increasing student academic performance</i>	<ul style="list-style-type: none"> <i>Mentorship with more experienced administrator</i> <i>Workshop through ASCD</i> 	01/03	06/03
			03/03	03/03
Teachers	<i>Increase knowledge of best practices and improving reading comprehension across the curriculum</i>	<ul style="list-style-type: none"> <i>Teacher mentor partnership</i> <i>Opportunities relative to research-based strategies to improve reading comprehension will be identified with assistance of external evaluator</i> <i>Training on EEI will be implemented and ongoing.</i> 	01/03	05/04
			02/03	06/03
Paraprofessionals	<i>Improve skills to assist teachers and improve student performance.</i>	TBA		

Describe how these professional development opportunities will impact the achievement of the targeted goal.

Administrators and faculty will be trained on specific, proven strategies. This will encourage more implementation.

B. Describe how you will evaluate the effectiveness of the Professional Development Plan. Include evidence that supports change in instruction and student achievement results.

Evaluation will include demonstrations of student learning as shown on classroom, local and required assessments. Evaluation will also include analysis of lesson plans submitted and samples of implementation of strategies.

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1 & 2:

District/LEA Support (If not applicable, explain why.)

Westwind is a charter school with one site. Unfortunately, there is no external support automatically available.

Describe the specific methods the district/LEA will use to foster change and help to sustain school improvement.

Describe how the district/LEA will provide technical assistance, professional development, and implementation support of the school ASIP.

Describe how the district/LEA will support school based management decision- making (e.g., site council, PTA, school improvement team, etc).

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

K–3 Reading Curriculum Review

Year 1: _____ (Copy page for Year 2 or as needed)

As per A.R.S. § 15-704, this reading curriculum review is required of those schools or districts in which more than twenty percent of students in grade three do not meet the standards.

If a reading curriculum review was required of your school, summarize the findings below.

A. Identify program strengths and support with evidence.

B. Identify program weaknesses and support with evidence.

C. Make recommendations for improvement.

ARIZONA SCHOOL IMPROVEMENT PLAN
Section B – Improvement Plan

Year 1 % 2:

Evaluation of the School Improvement Plan

Describe the evaluation process to be used to determine the effectiveness of the School Improvement Plan and its implementation.

A. Targeted Goal(s):

Evaluation will include analysis of assessment results, surveys, analysis of lesson plans to show implementation of strategies learned through professional development, proof of acquisition of assessments and strategies.

Essentially, if there is an increase in the math and reading performance of students as designated on the AIMS, we have reached our goal.

B. Student Achievement Results:

Improved test scores.

C. Implementation of the ASIP:

Evaluation will include analysis of assessment results, surveys, analysis of lesson plans to show implementation of strategies learned through professional development, proof of acquisition of assessments and strategies.

D. Research-based Strategies:

Evaluation will include analysis of assessment results, surveys, analysis of lesson plans to show implementation of strategies learned through professional development, proof of acquisition of assessments and strategies.

If test scores improve, the strategies worked.

ARIZONA SCHOOL IMPROVEMENT PLAN

Section C: Title I School Information

School Name: Debra Slagle	
NCES* School ID #: 04001510749	CTDS #: 07877003001
School District/LEA: Westwind Academy	
NCES* District ID #: 0400161	County: Maricopa
School Address: 2045 W. Northern Avenue	
City: Phoenix	Zip: 85021
Principal: Debra Slagle	E-mail: Dslagle@westwindacademy.org
Telephone: 602/864-7731	Fax: 602/864-7720

*NCES identification numbers can be found at <http://nces.ed.gov/ccd/schoolsearch/>

Table of Contents

	<u>Page</u>
1. Nature of the Planned Reform	1
2. School Improvement Plan Support	2
3. Measurable Objectives	3
4. Professional Development	5
5. Teacher Mentor Program	6
6. External Technical Assistance Providers	7
7. Parent, Family, and Community Involvement	9
8. Allocation/Reallocation of Resources	10
9. <i>No Child Left Behind</i> Components	11
10. Comprehensive School Reform Components	12

1. Nature of the Planned Reform

1a. Vision for Reform:

Improve the academic performance of all students relative to the Arizona Academic standards, as demonstrated on the AIMS and other aligned assessments.

1b. How does the planned reform (i.e., goals, strategies) include the following elements?

- **Instruction**

Research-based instructional strategies designed to address deficiencies indicated from the AIMS scores will be continued, along with the implementation of further strategies identified as appropriate by the SIP time and external evaluators.

- **Assessment**

Classroom assessments will be coded relative to the Arizona Academic Standards. Specific goals will be set to increase performance on standardized assessments. Assessment results are catalyst for change in curriculum and instruction. Identify and implement school assessment (CRT) aligned Arizona Academic Standards and reported in the FAME format, as well as raw score and percentage format.

- **Classroom Management**

Effective, research-based classroom management techniques will be used to create an environment for optimal learning with minimal interruptions.

- **Professional Development**

A consistent, high-quality professional development plan will be created based on assessment data, chosen research-based strategies to be continued or implemented and in support of targeted areas and goals.

- **School Management**

The SIP will ensure that focus of all stakeholders is on improving Academic performance.

- **Parental Involvement**

A Parent Involvement Policy was adopted as required to encourage more parent involvement. The policy will be included in packets for all new students and posted on the website.

- **Technology**

Technological literacy has always been a goal for Westwind Academy. As part of the SIP, it will be used as a tool to increase academic performance.

- **Curriculum Alignment**

Alignment of curriculum with Arizona Academic Standards was a requirement of our charter. As part of the SIP alignment with standards will be an ongoing process and include differentiation by grade level.

1c. List any proposed policies and practices concerning instruction in reading, writing, and mathematics that have the greatest likelihood of ensuring that all groups of students (i.e., economically disadvantaged students, students from

major racial and ethnic groups, students with disabilities and students with limited English proficiency) will meet the state standards on the AIMS test by 2012-2013.

- Maintaining high expectations for ALL students and continuing to require additional math courses for graduation.
- Continuing mastery learning in math to ensure that students acquire the necessary foundation from which to build before going on to higher levels.
- Working with external evaluators to identify other appropriate research-based strategies.
- Implementing recommended research-based strategies focused on improving academic performance relative to standards in reading, writing and math.
- Identifying the reading levels of students to ensure that instructional strategies are appropriate for the student's reading level and interventions are created when necessary to move the student to the next reading level.
- Assessing students relative to their performance. Analyzing the assessment results to determine if strategies are successful; and modifying implementation relative to data analysis.

1d. How does this plan incorporate activities before school, after school, during the summer, and/or during any extension of the school year?

Students targeted for remediation relative to their assessment results will have opportunities outside of the school day for assistance in areas where assistance is needed. Summer school will be available for those students as well.

Requirement for participation in those activities has not yet been indicated, but may become necessary for Year Two if voluntary participation is not successful.

2. School Improvement Plan Support

2a. Describe the steps taken to ensure that school faculty, administrators, staff, and parents support the School Improvement Plan.

Faculty, staff, administrators, parents and students have been surveyed or have participated in planning sessions. Results of these activities were compiled to assist in the development of this plan. The plan has been presented and will be reviewed on future dates with stakeholders. A copy of the plan will be made available on the school's website. Employee evaluations will include participation and support of the strategies required as part of the SIP.

2b. Describe how parents were informed about and provided opportunities for choice. Explain how parents were notified about improvement status at the school. Specify how parents were notified that they had the option to transfer their child/children to another public school within the boundaries of the LEA that is not identified for improvement, if applicable.

Parents received a letter including written notification of the school's improvement states. The letter included their option for transfer to another school.

2c. Describe the process in which the School Improvement Team engaged to research areas of school reform.

- **List programs, models, and strategies the School Improvement Team considered.**
- **Identify which program(s), model(s), and strategies the team selected including a summary of the research that supports their selection.**
- **Attach, as Appendix I, a list of schools with similar demographics as the school in which the program(s), model(s), and strategies have been implemented. Include demographic information.**

Specific strategies will be identified with the assistance of an external evaluator from WestEd. Currently, the strategies implemented include the following:

Instructional Strategies:

Essential Elements of Instruction
Bloom's Taxonomy

Berliner states that "the single most important factor in predicting whether or not A teacher will be effective is whether the curriculum that is delivered to student in his or her classroom is linked logically or empirically to the outcomes that are desired." Rosenshine and Stevens concluded after reviewing seven noteworthy studies that there are "consistent instructional procedures which teachers can be trained to follow and which can lead to increased achievement and student engagement in their classrooms." These general methods of effective instruction include the following:

- Daily review
- Presentation
- Guided practice
- Independent practice
- Weekly and monthly reviews

These are all aspects of Essential Elements of Instruction, created by Madeline Hunter.

Berliner's research also showed that effective teachers use both lower-order and higher-order questions. These teachers also realize that asking intelligent higher-order questions increases achievement. Bloom's Taxonomy is an instructional strategy that aligns with this research. Gregory and Chapman's research in *Differentiated Instructional Strategies: One Size Does Not Fit All* also supports the use of Bloom's Taxonomy.

3. Measurable Objectives Disaggregated by Race/Ethnicity

Goal: Increase the percentage of students meeting or exceeding the standard in Reading as demonstrated on AIMS _____
 Arizona Academic Standard: __R-P4 & R-P5_____

Measurable Outcome Objectives/Benchmarks:

YEAR 1:

Asian/Pacific Islander	N/A population is one student
Black	25% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Hispanic	25% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Native American	45% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
White	53% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Other	28% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.

YEAR 2:

Asian/Pacific Islander	N/A
Black	35% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.

Hispanic	35% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Native American	53% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
White	53% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Other	38% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.

3. Measurable Objectives Disaggregated by Special Populations

Goal: Increase the percentage of students meeting or exceeding the standard in Reading as demonstrated on AIMS.

Arizona Academic Standard: __R-P4 & R-P5_____

Measurable Outcome Objectives/Benchmarks:

YEAR 1:

Free & Reduced Lunch	35% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
IDEA/Special Education	10% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
English Learners	10% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Migrant	N/A none in this category
Homeless	N/A none in this category
Male	35% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Female	43% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.

YEAR 2:

Free & Reduced Lunch	37% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
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IDEA/Special Education	11% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
English Learners	11% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Migrant	N/A none enrolled
Homeless	N/A none enrolled
Male	37% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.
Female	45% of students will meet or exceed the standard as demonstrated on the reading portion of the AIMS and/or other assessments aligned with the Arizona Academic Standards.

4. Professional Development

- 4a. **List the total amount of Title I Part A funds allocated to the school and the amount set aside for high quality professional development.**

Total Title I-A allocation: \$59,032_____

Amount set aside for professional development: \$15,000_____

- 4b. **Describe how these professional development funds will be used to remove the school from school improvement status.**

Professional development will focus on the goals, targeted areas of Improvement and research-based strategies chosen for implementation. They will cover workshops, college course, as well as ongoing training.

5. Teacher Mentor Program

- 5a. **What are the criteria for selecting mentors?**
Mentor teachers must be certified and have experience in successfully teaching the type of students represented by the school's population.
- 5b. **What are the criteria for participation in the teacher mentor program?**
New teachers and teachers whose students are not demonstrating adequate yearly progress as shown on CRTs will participate in the mentor program.
- 5c. **What are the criteria for exiting a participant from the program?**
Teachers must acquire experience and demonstrate success with students at Westwind, as demonstrated on CRTs aligned with Arizona Academic Standards.
- 5d. **How frequently will mentoring activities occur?** Weekly.
- 5e. **Who will be involved in providing ongoing direction for the mentoring program?**
- District administrators and school board members? Yes
 - Teacher association leaders? N/A not present on our campus
 - Parents? Yes
 - University faculty? When appropriate by consultation
 - Retired teachers? No
 - Others? When appropriate by consultation
- 5f. **How will mentors be assessed?** Survey, feedback from participants, test scores, observation.
- 5g. **What evidence will be used to evaluate and document the effectiveness of the program?**
- Student achievement data? Yes
 - Indicators of mentor/participant satisfaction? Yes
 - Teacher retention data? Yes
 - Decreased need for teacher remediation? Yes
 - Cost-benefit data? When appropriate
 - Anecdotal evidence? Yes
 - Other indicators? When appropriate
- 5h. **How will the teacher mentor program impact staff in meeting school improvement goals?**
This cannot be answered until evaluation is done. The goal would be that the teacher mentor program would have a positive impact on meeting the school improvement goals through ongoing training on research-based instructional and classroom management strategies, early intervention, collegial interaction and teacher retention.

6. External Technical Assistance Providers

(Part II must be completed for each external TA provider listed)

Part I

YEAR 1:

Provider	Activities	Timelines	
		Begin	End
WestEd	<ul style="list-style-type: none"> Classroom observation and feedback relative to best practices, including the use of EEI, Bloom's Taxonomy and Cornell Note Taking. Recommendations for research-based strategies relative to goals and target areas and appropriate for population served. 	02/03	02/04
		02/03	02/04

YEAR 2:

Provider	Activities	Timelines	
		Begin	End

Duplicate page as needed.

6. External Technical Assistance Providers

Part II

Please answer the following questions for each external support provider listed in Part I of this section. Consult providers for additional information, as necessary, to complete this form. ***Complete a new sheet for each external technical assistance provider.*** It is not required to complete this for any non-contracted External TA providers (e.g. LEA, State Agencies).

Provide: West Ed _____

6a. Briefly describe the nature of the research base that guides services provided by the external technical assistance provider.

From the WestEd website:

The Western Regional Educational Laboratory (WREL) at WestEd is one of ten federally funded education laboratories. WREL participates in the national network of laboratories as well as specifically addressing educational research, information, and service needs in the states of Arizona, California, Nevada, and Utah.

The Regional Educational Laboratory system, first authorized by Congress in 1966, is the U.S. Department of Education's largest research and development investment. It is aimed at helping educators, policymakers, and communities improve schools and help all students reach their full potential. Administered by the Office of Educational Research and Improvement, the [network of ten laboratories](#) works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best knowledge from research and practice.

In serving the four states of the western region, WREL is guided by WestEd's Board of Directors representing agencies in those states. Likewise, our program of work includes R&D and dissemination on topics of high priority in the region. Currently, WREL focuses on supporting low-performing schools through work in four major areas:

- Standards-based Accountability,
- Leadership,
- Teacher Quality, and
- Strong Communities.

In addition to our other laboratory work, the U.S. Department of Education has selected WREL as the lead laboratory in the area of assessment. Assessment services are a WestEd specialty.

6b. How will the external technical assistance provider help the school raise student achievement? By offering feedback relative to best practices, and recommending appropriate research-based strategies relative to goals.

6c. How will the external technical assistance provider help the school achieve its goals as planned here? By offering feedback relative to best practices in an effort to improve instruction, and recommending research-based strategies relative to goals.

- 6d. **Briefly describe the nature of the services provided by the external technical assistance provider.** Classroom observations, training on classroom observations, recommendations for assessments aligned with Arizona academic standards and research-based strategies relative to goals and target areas.
- 6e. **Please describe the external technical assistance provider's experience/expertise to deliver services to the school.** Extensive experience in school administration, working with under performing schools and assisting in the implementation of research-based strategies.
- 6f. **Please describe the financial viability of the external technical assistance provider.** WestEd is supported by grants and fees and is designated as one of the provides of resources for public schools.

Duplicate page as needed.

7. Parent, Family, and Community Involvement

Provide your written Parent, Family, and Community Involvement Policy, including the Parent Compact (PL 103-382, Section 1118). Attach these documents as Appendix II.

Provide the written notice that was sent to parents notifying them of the school's improvement status and the option for Public School Choice. Attach these documents at Appendix III.

- 7a. **Describe how you are currently providing and will provide meaningful involvement of parents, families and your local community in developing and implementing your School Improvement activities.**

Parent representation on the school board is part of our charter. The school has and will continue to survey parents on an annual basis regarding instruction, school climate and other aspects of the learning community. Included in future surveys will be questions specific to school improvement activities. A parent meeting is scheduled in February for presentation of the School Improvement Plan. Identification of research based strategies will be included in information given to prospective enrollees.

- 7b. **Describe how you will sustain involvement of parents and community on a continual and consistent basis.**

Through continued representation on the board, parent surveys, and parent education meetings.

8. Allocation and Reallocation of Resources

- 8a. Describe how you will coordinate, allocate and reallocate available resources such as funding (e.g., federal, state, local, private), personnel, time, equipment, etc. to sustain, continue and support your School Improvement effort.

Westwind has always maintained a high level of commitment to professional development. A significant amount of resources from all funding sources have gone toward promoting the technological literacy of teachers to improve their abilities to integrate technology as a tool for learning. Resources will be redirected to target instructional strategies to address areas where an increase in student academic achievement is needed. Resources will also be redirected to ensure that all teachers have a high level of understanding of the instructional strategies to be implemented.

- 8b. Complete the table below specifying each resource.
(Required Fiscal Resources to specify include Title I, IIA, VA, M & O, and Prop 301)

Activities in Action Plan	Non-Fiscal Resources	Fiscal Resources	Dollar Amount	Comments
Professional Development	Weekly Mtgs., trainings, workshops, mentoring	Title I State	15,000 7,200	
	Release time			
Data Analysis	Mtg. Time	Prop 301	20,000	
	Personnel			
	Computers			
Remediation	Summer	Prop 301	8600	
	Personnel			
	Computers			
	Classrooms			
	Software			

9. NCLB Components

No Child Left Behind Component	Where to find it in the SIP (Section C)
The plan shall cover a two-year period, and	3. Measurable Objectives [Section B, Action Plan]
(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes the Eleven Components of Comprehensive School Reform;	2. School Improvement Plan Support
(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year;	1. Nature of the Planned Reform
(iii) provide an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that <ul style="list-style-type: none"> I. directly addresses the academic achievement problem that caused the school to be identified for school improvement; II. meets the requirements for professional development activities under section 1119; and III. is provided in a manner that affords increased opportunity for participating in that professional development 	4. Professional Development [Section B, Professional Development]
(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status ;	4. Professional Development
(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress, meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year;	3. Measurable Objectives 1. Nature of the Planned Reform
(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;	2. School Improvement Plan Support
(vii) specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance to be provided by the LEA;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(viii) include strategies to promote effective parental involvement in the school;	2. School Improvement Plan Support 7. Parent, Family, and Community Involvement
(ix) incorporate, as appropriate, activities before school, after school, during the summer , and during any extension of the school year; and	1. Nature of the Planned Reform
(x) incorporate a teacher mentoring program .	5. Teacher Mentor Program

10. Comprehensive School Reform (CSR) Components

CSR Components	Where to find it in the SIP (Section C)
(1) employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools;	2. School Improvement Plan Support Appendix I
(2) integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement and school management, that aligns the school's curriculum, technology, and professional development into a comprehensive school reform plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment;	Entire School Improvement Plan (all components should be integrated) 1. Nature of the Planned Reform [Section B, Needs Assessment Tools Used and Results]
(3) provides high quality and continuous teacher and staff professional development ;	[Section B, Professional Development] 4. Professional Development
(4) includes measurable goals for student academic achievement and benchmarks for meeting such goals;	[Section B, Action Plan] 3. Measurable Objectives
(5) is supported by teachers, principals, administrators, school personnel staff, and other professional staff;	2. School Improvement Plan Support [Section B, District (LEA) Support]
(6) provides support for teachers, principals, administrators, and other school staff;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(7) provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities consistent with Section 1118.	7. Parent, Family, and Community Involvement Appendix II Appendix III
(8) uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(9) includes a plan for the annual evaluation of the implementation of school reforms and the student results achieved;	[Section B, SIP Evaluation]
(10) identifies other resources , including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort; and	8. Allocation/Reallocation of Resources
(11)(A) has been found, through scientifically based research to significantly improve the academic achievement of students participating in such program as compared to students in schools who have not participated in such program; or (B) has been found to have strong evidence that such program will significantly improve the academic achievement of participating children .	2. School Improvement Plan Support Appendix I